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"6. For the satisfactory completion of such a course of training the university should give a special professional teacher's certificate; and when the work is properly organized under state authority and supervision the state should give a professional life-certificate to teach in the high school."

In presenting material the writer gives many original documents and very serviceable summaries. There is a good index, a brief but fairly well selected bibliography, and an appendix containing "a brief account of the training of secondary-school teachers in Austria, Finland, Sweden, Denmark, Norway, France, England, and Scotland."

This work has needed doing, and the result of the author's undertaking is a book which will help any teacher to understand better the movement in the teaching profession.

Allgemeine Pädagogik. By THEOBALD ZIEGLER. Leipzig: Teubner, 1909. Pp. viii+148. \$0.30.

This is the third edition of one of the best brief statements in German of general educational problems. Professor Ziegler, of the philosophical faculty of the University of Strassburg, presents six addresses dealing with "The Aim and Motive of Education," "Physical Education," "Intellectual Training," "Training of the Feelings and the Will," "Who Shall Educate and Who Shall Be Educated," and "Schools and School Systems."

The number of pages is the same as in the earlier editions (1901 and 1904), but the amount of matter has been considerably increased. There is new material on education with reference to sex and the reform in schools for girls in Prussia. The author's attitude on simultaneous schools and the training of teachers of religion has brought him additional opponents, but he answers their objections by saying that he would be well satisfied were he so sure of everything else as he is that the *Simultanschule* would be a blessing to the German people, and that teachers of religion in schools have an urgent need of philosophical and historical training.

There is a good index.

Die deutsche Nationalschule. Beiträge zur Schulreform aus den deutschen Landserziehungsheimen. By HERMANN LIETZ. Leipzig: R. Voigtländer, 1911. Pp. 96.

Dr. Lietz is a most active worker and prolific writer. Besides articles in the encyclopedias and in periodicals, the announcement of publications having direct bearing upon the schools he has founded takes an entire page in the publisher's catalogue. His latest report (for 1909-10, the twelfth year) fills two hundred and eighteen pages. All of his experiences in this valuable experiment in the direction of a new type of school for German boys have been brought to a focus in the present work upon a German national school. There are tables giving in detail the daily programs, courses of study, etc., of the proposed school, and also comparisons in these matters with the existing secondary schools. At the close are given twenty articles in which the author sums up the demands of this new system. A third of these have to do with religious and moral education; the others are concerned with physical education, the reform of instruction, methods of instruction, and means of accomplishing school reform.